



**THE USE OF SCATTERGORIES GAME
TO INCREASE THE VOCABULARY MASTERY
OF THE FIFTH GRADE STUDENTS OF SDN 2 PLOSO JATI KUDUS
IN ACADEMIC YEAR 2013-2014**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in the Department of English Education**

By

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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2014**

MOTTO AND DEDICATION

MOTTO

- ♪ *Hope is a dream that does not sleep*
- ♪ *Your love makes me strong, Your hate makes me unstoppable!*
- ♪ *Learn from yesterday, Live for today, Hopefully for tomorrow –Albert Einstein*

This skripsi is dedicated to:

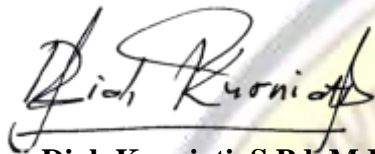
- ♥ *Her beloved father (Yahwan)*
- ♥ *Her beloved mother (Surati)*
- ♥ *Her beloved brother (Wahyu Hidayat)*
- ♥ *Her beloved friends (Wulan, Fathi and Eni)*

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Siti Dzuriyatul Ismah (NIM: 2010-32-055) has been approved by the *skripsi* advisors for the further approval by the Examining Committee.


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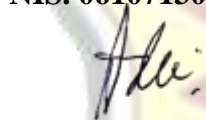
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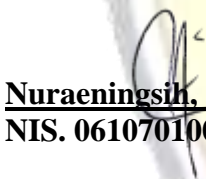
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The Dean of Teacher Training and Education Faculty,

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The Writer

ABSTRACT

Ismah, Siti Dzuriyatul. 2014. *The Use of Scattergories Game to Increase the Vocabulary Mastery of the Fifth Grade Students of SDN 2 Ploso Jati Kudus in Academic Year 2013-2014*. Skripsi, English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (1) Diah Kurniati, S.Pd, M.Pd, (2) Dra. Sri Endang Kusmaryati, M.Pd.

Key words : *Vocabulary Mastery and Scattergories Game*

Vocabulary is a basic language component that can be used to explore thoughts and ideas for the students to study English. Mastering vocabulary can make the students better to raise their English ability in learning process. Teaching vocabulary of the fifth grade students is not easy because the students still have limited the English words. Some students feel bored and not interested in learning English in the class, the teacher just give attention to the result of the teaching process in the class, not the process to make the students enjoyed to understand the meaning of English words in learning process. This condition also happened in SDN 2 Ploso Jati Kudus. After analyzing the problems in that school, the writer assumes to use a technique that is scattergories game to increase the students' vocabulary mastery. When this technique is used, the students can solve the problem in vocabulary which needs translating the words, since they do not work individually with own limited comprehension. They will create and build the English words to their partner.

This research has purposes to find out the answer the statement of the problem. The purposes of this research are: (1) to explain how scattergories game can increase the vocabulary mastery of the fifth grade students of SDN 2 Ploso Jati Kudus in academice year 2013-2014. (2) to find out whether or not scattergories game can increase the vocabulary mastery of the fifth grade students of SDN 2 Ploso Jati Kudus in academic year 2013-2014.

This research is a classroom action research which followed by two cycles. In each cycle is conducted through four steps; plan, action, observation and reflection. The subject of this research is the fifth grade students of SDN 2 Ploso Jati Kudus which consists of 35 students. In this research, the writer uses two instruments; observation sheet and test.

The result of this research shows that there is improvement in vocabulary mastery of the students taught by using scattergories game. It is proved by the result of achievement test. In the first cycle, the average score of the students' vocabulary mastery was 65.85, there were 10 students got score under passing grade. The percentage of the students that got score above passing grade from the pre-reflection until first cycle was improved about 5.14%. In second cycle, the average score of vocabulary mastery was 75.71. There is a significant improvement about 9.86% with the previous cycle; almost the students got the score more than passing grade. Besides, the teacher's and students' activities are improved in every cycle and the students' problems are decreased. The writer concluded that the use of scattegories game can increase the vocabulary mastery of the fifth grade students of SDN 2 Ploso Jati Kudus in academic year 2013-2014.

Therefore, writer recommends some suggestions. The teacher must know about the technique before applying it in order that the teacher is not confused during teaching and learning English process, the teacher also always supervise the students. The students must take part in teaching and learning English process in sharing the content of the English words, so the result can be success.



ABSTRAKSI

Ismah, Siti Dzuriyatul. 2014. *Penggunaan Permainan Scattergories untuk Meningkatkan Penguasaan Kosa Kata Bagi Siswa Kelas V di SDN 2 Ploso Jati Kudus Tahun Ajaran 2013-2014*. Skripsi, Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Diah Kurniati, S.Pd, M.Pd, (2) Dra. Sri Endang Kusmaryati, M.Pd.

Key words : *Penguasaan Kosa Kata dan Permainan Scattergories*

Kosa Kata adalah komponen dasar yang bisa di gunakan untuk mengembangkan pemikiran dan ide untuk siswa belajar Bahasa Inggris. Penguasaan kosa kata bisa membuat siswa lebih baik dalam meningkatkan kemampuan Bahasa Inggris di proses pembelajaran. Pengajaran kosa kata bagi siswa kelas V tidak mudah karena siswa masih mempunyai perbendaharaan kata yang sangat terbatas. Beberapa siswa merasa bosan dan tidak tertarik dengan pembelajaran Bahasa Inggris di kelas, guru hanya memberikan perhatian untuk hasil proses pengajaran di kelas, tidak proses untuk membuat siswa mengerti arti dari kata bahasa inggris di proses pembelajaran. Kondisi ini juga terjadi di SDN 2 Ploso Jati Kudus. Setelah menganalisis masalah di sekolah tersebut, penulis berasumsi untuk menggunakan tehnik yaitu permainan scattergories untuk meningkatkan penguasaan kosa kata siswa. Ketika tehnik ini digunakan, siswa bisa memecahkan masalah dalam kosa kata yang butuh terjemahan, meskipun mereka tidak belajar sendiridengan keterbatasan pemahaman. Mereka akanmembuat dan membangun kata bahasa inggris dengan pasangan mereka.

Penelitian ini bertujuan untuk menemukan jawaban dari rumusan masalah. Tujuan dari penelitian ini adalah: (1) untuk menjelaskan bagaimana permainan scattergories game bisa meningkatkan penguasaan kosa kata bagi siswa kelas V di SDN 2 Ploso Jati Kudus pada tahun ajaran 2013-2014. (2) untuk mengetahui apakah permainan scattergories bisa meningkatkan penguasaan kosa kata bagi siswa kelas V di SDN 2 Ploso Jati Kudus pada tahun ajaran 2013-2014.

Penelitian ini adalah penelitian tindakan kelas yang diikuti dua siklus. Di tiap siklus terdiri dari empat tahapan; perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah siswa kelas V di SDN 2 Ploso Jati Kudus yang terdiri dari 35 siswa. Di penelitian ini, penulis menggunakan dua instrumen; test prestasi dan lembar observasi.

Hasil dari penelitian ini menunjukan bahwa ada peningkatan dalam penguasaan kosa kata siswa di ajarkan menggunakan permainan scattergories. Itu dibuktikan dari hasil tes prestasi.Di siklus pertama, nilai rata-rata penguasaan kosa kata siswa adalah 65,85, ada 10 siswa yang mendapatkan nilai di bawah KKM.Persentasi siswa yang mendapatkan nilai di bawah KKM dari pra-refleksi sampai siklus pertama terjadi peningkatan secara signifikan sekitar 5,14%. Di siklus kedua, nilai rata-rata penguasaan kosa kata adalah 75,71. Ada peningkatan secara signifikan sekitar 9,86% dari siklus sebelumnya; hampir semua siswa mendapatkan nilai di atas KKM. Disamping itu, aktifitas guru dan siswa ada peningkatan di setiap siklus dan masalah siswa mengalami penurunan. Penulis bisa menyimpulkan bahwa

penggunaan permainan scattergories bisa meningkatkan penguasaan kosa kata bagi siswa kelas V di SDN 2 Ploso Jati Kudus pada tahun ajaran 2013-2014.

Oleh karena itu, penulis merekomendasikan beberapa saran. Guru harus tahu dulu tentang tehnik sebelum mengaplikasikannya dengan harapan guru tidak bingung selama proses pengajaran dan pembelajaran Bahasa Inggris. Guru juga selalu mengawasi siswa, siswa harus mengambil bagian dalam proses pengajaran dan pembelajaran Bahasa Inggris dalam pembagian konten kata Bahasa Inggris, sehingga hasilnya akan berhasil.



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